

Family And Community Engagement

MBI MODULE 7:
FAMILY AND COMMUNITY ENGAGEMENT

WE BELIEVE



- ▶ Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.



Question

- What was parent involvement like when you were growing up? Think about what you/your school does now, how is it similar, how is it different? What's working?



Involvement vs. Engagement

"When it comes to a breakfast of ham and eggs, the chicken is involved but the pig is committed." (*Anonymous*)

This humorous quote captures the differences between:

parent involvement (the chicken) and
parent engagement (the pig).



No Child Left Behind Act (NCLB) of 2001



The federal government for the first time offered a definition of parent involvement:

- Regular, two-way and meaningful communication about student learning and other school activities, including:
 - Assisting their child's learning;
 - Being actively involved in their child's education at school;
 - Serving as full partners in their child's education and being included, as appropriate, in decision-making and on advisory committee to assist in the education of their child; and
 - Public Law 107-110, Title I, Section 9109 (32)
 - Every Title I school must have a school parent compact, developed with and approved by parents, that describes how the school and parents will build a partnership to improve student achievement.



PROMOTING POSITIVE BEHAVIOR THROUGH FAMILY AND COMMUNITY PARTNERSHIPS



- Research supports positive outcomes for students when families are actively engaged in school partnerships.
- MBI efforts emphasize strategies to engage families and community partners at all levels.



When parents and school staff work together to support learning, students:

- Earn higher grades and test scores
- Enroll in higher level programs
- Be promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behavior
- Graduate and go on to higher education



[A New Wave Of Evidence](#): The Impact of School, Family and Community Connections on Student Achievement



If Parents are Engaged, Students from All Communities Tend To:

- ✓ Earn higher grades and test scores
- ✓ Be promoted and earn credits
- ✓ Adapt well to school and attend regularly
- ✓ Have better social skills and behavior
- ✓ Enroll in higher-level programs
- ✓ Graduate and go on to higher education



Beyond the Bake Sale



Surveys of students reflect parental concern about academic achievement.

94% My parents care about my education.

63% My parents like my school.

90% My parents think going to college is important.

63% My parents feel comfortable talking to my teachers.

40% Teachers let my parents know what I do well.

28% I would like my parents to attend more school events.

My Voice National Report, 2008
The Role of Parents



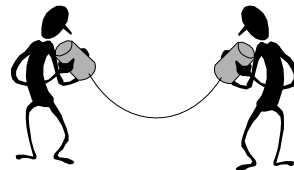
COMMUNICATING

■ **STRESS POSITIVE COMMUNICATION.**

Contacts with families tend to be about problems students are having.

Change that trend with:

- ☐ Good news cards
- ☐ Good news phone calls
- ☐ Starting the year off right with EVERY student getting a postcard handwritten by a teacher in their building—welcoming them to a good school year
- ☐ Welcome cards for new students and their families



ACTIVITY

How is your Partnership with Parents?

Answer the five questions on your own.

Be sure your answers reflect your school as a whole, not your efforts or individual teachers.

Turn over to the back of the page and score.

How is your school doing with engaging families?

We will share out in school/program groups.



Use this self assessment to see where your school falls on the partnership path. Each letter is awarded a specific point from the Answer Grid that follows.

What is your school's attitude toward families?

- A. Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support.
- B. Parents are welcome when asked. There's only so much they can do.
- C. Parents can be involved at school in a number of ways. It tries to make contact with all of them at least once a year.
- D. Our school sets high standards for all students and families. It partners with families to make sure every single student succeeds



Does the school give families information about standards and the curriculum?

- A. Parents don't need to know much about this, and they probably won't understand it anyway.
- B. Parents get information about what students will be learning at the fall open house.
- C. Teachers send home folders of student work.
- D. Families help assess student portfolios, using scoring guides. They also attend regular exhibits of student work, where students explain how it meets standards.



Can parents and family members easily see the principal and visit classrooms?

- A. Families should not bother school staff. Visiting the classroom distracts the children. Besides, parents will need security clearances before they are allowed in.
- B. The school calls families if their children are having problems. Families can visit on report card pickup day.
- C. The school has several family events every year. Parents help out as volunteers or tutors.
- D. Parents are involved in all aspects of the school. They can attend staff training and the principal has regular hours each week to meet with families. Every school committee has active parent members.



Does the school have an active parent group, such as a PTA or Parent Association?

- A. The principal has picked a small group of parents to help out.
- B. The active parents are mostly middle class. The others don't come or contribute.
- C. The parent group sets its own agenda and raises money for the school. They also write the school handbook.
- D. Families decide how they want to be involved. They reach out to make sure all families take part in some way. Parents can use the phone, copier, fax machines and computers. The family center is always full of parents.



Does the school openly discuss tough issues, like achievement gaps, racism and bullying?

- A. The problems at our school are dealt with by its professional staff.
- B. The principal sets the agenda for discussions at staff meetings. Sometimes a few parents are invited.
- C. The school gives progress reports to parents, but the test data are hard to understand.
- D. Parents and teachers have study groups and do action research on issues like prejudice and tracking. Families are part of all major decisions.



Answer Grid

Give yourself the following points:

A= 1 point B= 2 points C= 3 points D= 4 points

Add up your points for a grand total.

Where is Your School?

Right now your school is a....

5-7 points: Fortress School. Your school is trying to keep parents away rather than work with them.

8-11 points: Come If We Call School. Your school wants parents to be involved, but only on its terms.

12-15 points: Open-Door School. Your school welcomes families and supports their involvement in a number of ways.

16-20 points: Partnership School! Your school is willing and able to work with all families!



Four Versions of Family-School Partnerships

Which describes your school?

Fortress, Come-if-we-call, Open Door, or Partnership School?

Why engage families in MBI?

To be successful, it is crucial to set up positive expectations and relationships for all!!!



The "Joining Process": ...Welcome, Honor, Connect

Welcoming: develops relationships

Honoring: deepens relationships

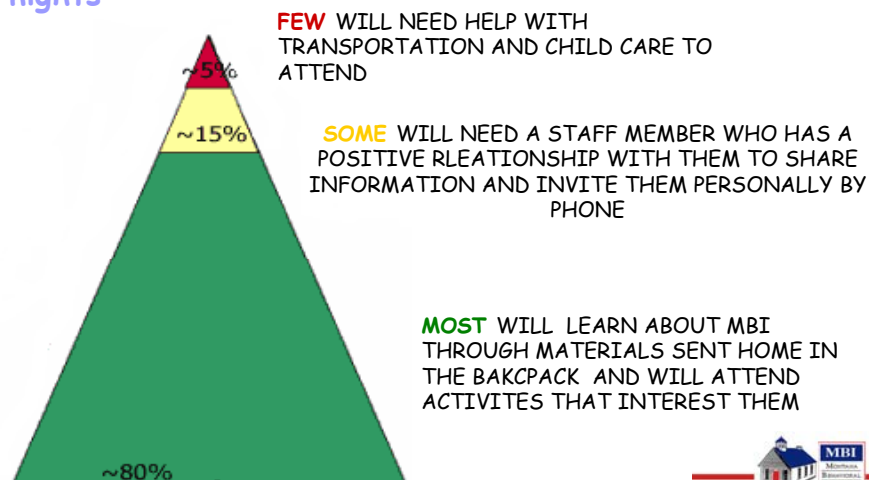
Connecting: links families to student learning and sustains relationship

What does this look like in MBI?



CONSIDER THE TRIANGLE WHEN DEVELOPING STRATEGIES...

- **GOAL:** Increase attendance at MBI informational nights



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FEW WILL NEED A PREVIEW OF INFORMATION TO BE SHARED EITHER THROUGH A HOME VISIT OR A ONE-ON-ONE AT THE SCHOOL

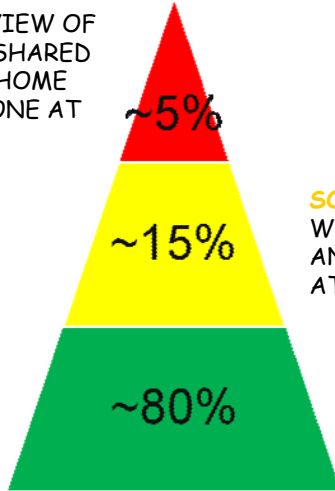
~5%

~15%

SOME WILL NEED HELP WITH TRANSPORTATION AND CHILD CARE TO ATTEND

MOST WILL JUST NEED A PERSONAL INVITATION

~80%



ACTIVITY

Engaging families in MBI

Discuss the following:

Your school would like to share MBI information with parents. A teacher on the MBI team takes on organizing this by sending out fliers to all families about a "MBI in our School" event, posting information about the event on the website, and preparing a presentation to take place in the school library. The night of the presentation, three parents show up.

What would you do differently to be more successful?
How could you improve outreach in particular?

Keep the "Joining Process" in mind.



A couple of key considerations for MBI informational nights:

- **Welcome** all parents, this may mean personally extending an invitation
- **Honor** parents by finding out what information they are interested in- have parents on the MBI team!
- **Connect** parents with MBI/academic/school improvement goals

There are a number of different ways you can share information with families...



MBI HOME MATRIX

	Getting Up	Getting to School	Clean-up Time	Time to Relax	Meal Time	Home-work Time	Bed-Time
BE SAFE		Look both ways at the bus stop.			Make healthy food choices.		Brush your teeth.
BE RESPONSIBLE	Get up on time.		Pick up your messes.	Clean up when you're done.		Do your work on time.	Get to bed on time.
BE RESPECTFUL	Try a morning smile.		Honor requests for help.		Table manners matter.	Ask for help and say "thanks".	



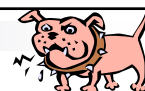
THE BULLDOG PARENT QUIZ



1. Do you know your student's current schedule (class teacher, time)?
2. How many numbers are in your cell phone or easily accessible at school/work for this school (school office, attendance, teachers, principal)?
3. How often do you check out the Bulldog website or Infinite Campus?
4. Do you know what the 3 Bulldog Basics are—without looking around the room?
5. Do you know what time your student gets up for school, out the door... and the same for getting home?



THE BULLDOG PARENT QUIZ



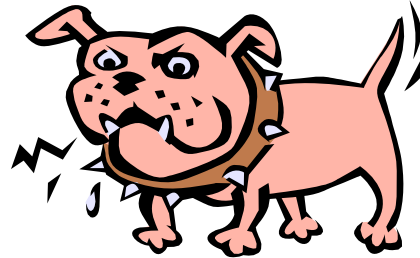
6. If your student had a problem at school, to whom would he/she go to for help?
7. Would you know where to get information if your child or his/her friends needed help with depression, drugs/ alcohol, suicide, bullying, peer issues or other problems?
8. Do you have the names and phone numbers (home and cell) for your student's three best friends?
9. What are the last three books your child has read?
10. How about the last three movies?
11. What are the three websites your child spends the most time on?



THE BULLDOG PARENT QUIZ

11. What are the three websites your child spends the most time on?
12. What are several things your child wants to do in the next five to ten years?

**SHOW RESPECT
ACT RESPONSIBLY
BE ON TASK**



Thanks to Arvada High School
Arvada, CO



Resource engaging parents in MBI/PBIS



<http://www.pbis.org/>



REMEMBER

- You will be more effective if the work is INTEGRATED not an “add-on” or “random”.
 - Remember systems, practices and data—and plan accordingly.
- Process requires commitment and patience.
- Take family and community concerns seriously.
- Demonstrate that you care.
- Show respect for ALL families.
- Celebrate success.

Welcome

Honor

Connect

